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# CANADIAN CAMPING

Vol. 20

SPRING, 1968

No. 3

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*Mrs. N. D. Demetelin,  
President, Quebec Camping Association*

*by Frances Kelly, Executive Director*

The Quebec Camping Association (English and French Sections) are delighted to introduce our Provincial President, Mrs. N. D. (Sophia) Demetelin. She was born and educated in Montreal, receiving a special teacher's certificate in the Greek language. She is the mother of two young daughters and lives with them and her husband at 515 Rockland Road, Town of Mount Royal, Montreal, Quebec.

Camp Demetelin, an accredited member of both the Quebec Camping Association and the American Camping Association (a private co-ed camp, situated at St. Donat in the Laurentians) is owned and operated by Mr. and Mrs. N. D. Demetelin.

Mrs. Demetelin has many outstanding qualities of mind and heart and the ability to accomplish successfully any project she undertakes.

As Chairman of Publicity and Public Relations of the Quebec Camping Association (English Section), Mrs. Demetelin, through her tremendous enthusiasm, was responsible for a very

## AMONG

successful International Camping Day at Expo, on September 23, 1967. It was at this meeting that our new president was elected to the provincial board (co-ordinating body English and French Sections), on September 23, 1967, and, since taking office, she has worked energetically for higher ideals in camping throughout the province.

Mrs. Demetelin is an outstanding philanthropic worker, especially in the Greek community of the City of Montreal. She is an organizer of considerable skill and her advice, services and ideas are often sought by civic and national leaders.

In order to show the Hellenic community's appreciation for many free services rendered by the Royal Victoria Hospital to the Greek immigrants in Montreal, Mrs. Demetelin conceived the idea of a Hellenic festival, the proceeds of which were donated to the Royal Victoria Hospital. With this donation, the Royal Victoria Hospital built a new laboratory for detecting rare blood diseases in women, and named it "the Hellenic Research Laboratory". Mrs. Demetelin is a volunteer interpreter in the laboratory.

She holds active membership in the Hellenic Ladies' Benevolent Society, Canadian Women's Aid Society of Naxos, Women's Auxiliary of the Royal Victoria Hospital, Daughters of Penelope, Canadian Cancer Society, Montreal Association for the Blind, Red Feather Welfare Agencies, Quebec Society for Crippled Children, Montreal Folk-Lore Festival, and the Montreal Greek Orthodox Youth Association. We feel privileged to have Mrs. Demetelin as our leader.



# OURSELVES

Jack Wray, the newly-elected president of the B.C. Camping Association, personifies the "quiet leader", a blessing in our hurly-burly complex society. In fact, so reticent is he, that it will be a surprise to most British Columbia members to learn of the extent and variety of his camping experience.

Jack is a home grown product, born and educated in Vancouver. He first became interested in camping at a United Church camp. His first job was Youth Work in Boys' Clubs of Canada and he also had a position at a boys' Indian School. From 1952-57, he was director of the Vancouver Boys' Club, which meant five summers at Camp Potlatch in the capacity of program director.

Then Jack was appointed Boys' Work Secretary of the United Church in British Columbia and took part in the direction of the United Church camps in all parts of the province.

The next five years were spent in Alberta as Executive Director of the Calgary Boys' Club. Jack is proud of having started "Camp Dventure" which is described in an article he wrote for this magazine in the February 1964 issue — "Processing a Camp Site". In 1964, he and his family returned to Vancouver where he took a position with the Vancouver Parks Board. Nine months of the year he directs the Hastings Community Centre and the other three are devoted to Camp Capilano.

Our president is no stranger to camping associations. In Alberta, he held several offices including that of president of the Alberta Camping Association and senior vice-president of



*Mr. Jack Wray,  
President, B.C. Camping Association*

*by Pat Russell,  
Publicity Committee*

the C.C.A., when the executive was in that province. He has been equally active in the British Columbia movement. Just last year in his unassuming way, he co-ordinated a highly successful Camp Leadership Course, sponsored by the Vancouver School Board, Vancouver Kiwanis Club and British Columbia Camping Association.

Jack's principal hobby is photography. He has pursued a variety of sports but now confines himself to swimming, fishing and hiking, because his young family can participate.

This red-headed, youthful looking man, who gets this done in a calm and competent manner, is also popular and thoroughly likeable. He must be, because in his leisure time he is always surrounded by women — his wife, Beverley, Joan 8, Gail 6, Sharon 4 and Barbara (Ba Ba)!

Jack Wray's work and family keep him busy but it is important to him to have a responsible part in the life of his church where, for the past eighteen years, he has taught Sunday School.

# INTERVIEW!

by Peter Moon, Ph.D., P.Eng.,  
Consulting Psychologist

What is our goal in selection? What are we trying to do when we interview prospective camp staff? We are attempting to gather enough information about a person to make a predictive statement about his success or failure on the job; in other words a Yes or a No.

Remember you are buying this person's services. You are committing your organization to the outlay of funds, so be critical and decisive. There is a risk in all selection procedures — a risk of hiring failures and of rejecting people who might do well on the job. You can only minimize this risk, you cannot eliminate it.

There are three phases in the selection process. We gather the information, we integrate the information and we draw a conclusion based on it. In other words, we find useful information about the candidate, make sense out of it, and come up with a Yes or No which has some logic behind it.

The tool we use for this job is the interview. If we had a simpler and more exact tool we would gladly use it. Interviewing looks pretty simple. Two people sit down, they talk and, as a result of the discussion, decisions are made, information is exchanged. This apparently simple task is actually one of the greatest barriers to improving your skill because it looks so easy.

But the sign of a mature interviewer is his recognition of the difficulty of the job he does. One fact alone is enough to keep you humble. In the space of an hour or so, you are at-

tempting to gain an understanding of a lifetime of thousands of experiences. Your candidate's own experience has produced attitudes, motives, patterns of behaviour which he can modify slightly or substantially to fit a given situation. So to capture these things takes training, preparation and skill on your part. Without them you have little hope of coming to sound conclusions based on the interview.

## Training

The first step in interviewing is training. Unguided practice does not make perfect. You can interview for years and do nothing but perfect your own mistakes. Unless you constantly watch your own technique, correct your methods, increase your understanding of human behaviour, there is no particular reason why your skill should improve.

## Preparation

Broad preparation implies knowing something about yourself. What about you as part of the interview? How good are you as a maker of judgments about people? Before you try to judge people know yourself. Know your own biases, your own prejudices, your likes and dislikes. These inevitably affect your judgment. So listen to your own thoughts when you see people with faces you don't like, physical handicaps or big smiles. Are you generalizing beyond the information you have? Does the rosy glow of the person's face blind you to his shortcomings? Do you go overboard to make allowances for the person who has had a hard life?

## Objectivity

This is a word which we all use, but a viewpoint we often neglect. It means



putting your own feelings aside for the moment. It means sticking to your standards even though your emotions tell you differently. Remember you must judge whether this is the best person for the job regardless of how you feel about him, but based on the facts you know.

Preparation goes on right up to the start of the interview itself. Take a look at his application. What does it tell you about the person beyond what he wants you to know? Is it neat or careless in format? Is it wordy or too long? What is his skill with language? What does he want to do? Are the reasons superficial? Does his job history reflect any purpose or direction? So as you prepare, take some notes on the items you want to check out in the interview. If the interview is brief, plan beforehand the areas you want to cover. And make sure you hit the areas that are significant to the job.

### Getting Started

As you well know, every person coming to you in the interview has his own set of ideas about what he wants to tell you and what is going to happen. To some extent he may be anxious. And in his state of mind his defences are up. Needless to say while he is at this state, he is not going to tell you the things you want to know. So your first step obviously is to help him relax, to let him know he has nothing to fear and to get across the feeling that you are on a co-operative venture, helping each other to determine if he is the best person for the job.

The best way to set him at ease is to show hospitality. Relax yourself. Treat him with the same respect you give any stranger who is your guest. Put yourself in his shoes. See that the interview room is private and keep yourself free from interruptions. These little gestures help make it clear to him that he is your main concern.

For a start, help him handle his uncomfortable feelings by talking about a neutral subject. Pick a topic that interests him. Avoid matters that might cause him to put up his guard. You don't want to drive him behind his defences. And your biggest asset is in showing your sincere interest and respect for him. But don't get tangled up in idle talk because he will probably wonder when you are going to get down to business.

Then move naturally from a topic in the initial conversation to something you want to talk about in the interview. Select an area he seems willing to talk about. Save the tougher ones until he is accustomed to expressing his feelings to you. During the interview, you are doing many things at once. You are questioning, listening, observing and evaluating.

*To be concluded in Summer Issue*

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# THE GAP

## DOESN'T NEED TO GET WIDER!

*In the February issue of Canadian Camping there was an article entitled 'The Gap Is Getting Wider'. Following this a group of Counsellors from 7 different camps submitted their reactions, and their compiled comments are as follows:*

The last issue of "Canadian Camping" had an article written in what appeared to be a humorous vein, but which developed into a somewhat nebulous criticism of the "Youth" of today. Perhaps it wasn't intended to be critical but tried to present an objective point of view on the part of a Director and his attitude toward his young staff. Frankly, we don't believe there is or need be a widening of the gap. If one does exist then the fault is not entirely the staff member. Just as there can be a lack of communication between two adults so there can be a lack of communication between a counsellor and a director.

### What's Happening ?

Nor do we believe that, as implied, the blame is due only to the affluent, materialistic society in which many of us live. Of course, we know about the depression only through books or the comments of our parents but the value of money still has great significance for us. Some counsellors may spend the greater part of their salary on their days off but some adults don't spend their salary wisely either. Today we

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### For the Sake of Argument

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are barraged with the comment . . . "What's happening to today's teenager?"

There's a lot happening to us! We are living in exciting times. The problems of the world are becoming living realities to us; for, through satellites, electronics and advanced technology, we can no longer be an "island". In comparison our parents lived relatively simple lives in a society where each person was judged for what he was worth. Our parents hid many of their problems and concerns behind veils of hypocrisy; and now, when their children do what they wished they could have done, and say what they wished they could have said, the parents throw up their arms in alarm and fright. Most of us are pleased with what is happening to us . . . and most of us consider ourselves fortunate to be living in these exciting, progressive times. But let's get back to Camp!

It is our belief that the Camp Director who wrote the original article displayed a great lack of knowledge in and concern for the younger generation and human nature. It was difficult to differentiate between those parts of the article which were intended to be tongue-in-cheek and those intended to be taken seriously, and in some cases we failed to grasp what the author was really trying to say.

### The Rewards

To say that the rewards of dedication and hard work come as easily to those who don't work as to those who do, is not valid. What are the rewards of hard work and dedication as far as Camping is concerned? They are: knowing that you have applied



yourself and done a good job; knowing that you are respected and admired by your group of campers; that your programme ran smoothly, and the campers really appreciated the efforts you made on their behalf; that you were successful in helping a young child adjust to a new group situation; or develop some different and exciting skills. How can these rewards — satisfaction and pride in oneself — be attained by those who have not applied themselves? Aren't these the same benefits which the Camp Director who sits back thinking of the "good old days" also strived for? Why is it that he has so little faith in today's youth? Is it because in our more mature environment, he can't understand why we drink at a younger age, or become more open and objective when discussing morals and basic values?

Many of us still have high principles and ideals, and just because we are more aware of what's happening in the world, we don't necessarily subscribe to everything that appears to be negative.

### We Still Believe

The author of the original article states that today's younger person is a "very different person". Quite true: The times are changing . . . but not that much! We still believe in "integrity, honour and responsibility". We still believe in hard work! The author sees us as a nameless, faceless, groping mass, desperately searching for boundaries, restrictions and the truth. We may be "hung up" with the problems and pressures of our times, but not to the extent that we are pictured here. The author is prepared to go half-way in dealing with young Counsellors. Fine! But doesn't he realize that one must go half-way when dealing with any person — young or old. We aren't special!

We don't believe the gap needs to get wider . . . and even if it does, what's

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the difference? As long as we know we are working with a Director who trusts us, respects us, and is willing to work with us, then why bother about the so-called gap? A Counsellor, as a human being, should have enough personal pride to give an honest effort to the person who has hired him, even if he has no great loyalty to him or the Camp. The new person who thinks some of the traditions are "corny" and therefore does a half-hearted job, must have very little personal pride, and in our opinion is not only a poor counsellor but a poor human being. However, we do sympathize with the author. We can see the difficulty in dealing with the immature Counsellor and being forced to advance him both money-wise and position-wise, in order not to lose him to another Camp. And for this we can offer no solution, except stop complaining, don't ask the individual back, and

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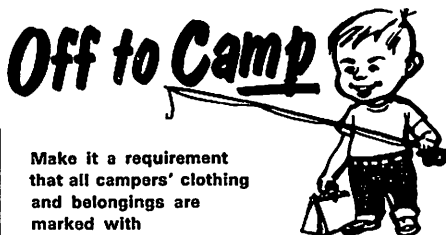
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keep looking. Keep looking for the mature Counsellors. There are a lot of us around! Believe it or not, somewhere among the "floundering mass of young adults drowning in their sea of troubles" there are many who take pride in their work, and are thankful for the opportunity to work at camp and prove to others and themselves that they can and do believe in "honesty, integrity and hard work".

In order to keep this "gap" as narrow as possible, perhaps we may offer a few suggestions for consideration by those Directors who feel we are getting further and further away from them.

### We Want

We want to work with Directors who are honest, considerate and understanding. We want to know that we are sharing something of ourselves and our ideals with an older guide and Counsellor. We want a Director who has a clear concept of what constitutes honest behaviour and will not tolerate dishonesty and disloyalty regardless of who thinks he is "square". We want to know where we stand! We distrust the staff for the mistakes of a few; for blanket condemnations of young staff is surely the most effective method of widening the rift. At camp we need a fairly formal but friendly framework of communication . . . both through individual and staff meetings. We need a forum to present our suggestions, criticisms and comments, but we don't want a Camp Director who capitulates his position and refuses to offer guidelines and direction, and is so "open minded" that he can no longer lead us. We want to help with the Camp policies, and if these aren't implemented for any number of valid reasons, we will understand. We want a Director who isn't afraid to be "square" if the welfare of Camp and Campers is at stake. We don't need a Director who feels he is walking the razor's edge



between now and twenty years ago, working out a compromise. We want a Director who isn't living in the past of twenty years ago, but one who is endeavouring to understand the world we are living in now.

If this Director feels he must compromise to "win us over" then perhaps he should, as the article suggests, sell the Camp . . . for he isn't living up to the standards we expect of today's leader. On the other hand, we don't want someone who frustrates himself by trying to "get down" to our level. All we want is understanding, patience and respect for what we are today . . . not what we were twenty years ago . . . or what the Director thought we were twenty years ago.

We are looking for a Director who knows us, and is interested in us, as individuals. We want a Director who doesn't spend all his time in the office, but shows an obvious interest in Camp Camp Director who criticizes the whole activities, and above all in the Campers. We don't want our Camp Director sitting in an Ivory tower, never welcoming us into his cabin, or life.

Above all, we want a Camp Director who is approachable, and this can't be done if he doesn't know us, and if we don't feel comfortable with him.

We want a Camp Director who has a clear cut definite philosophy about camping . . . and a philosophy which he shares with us, so that we may all

work together in implementing it. We need to know our weaknesses and need to be recognized for our strengths . . . not just by a Section Director or Programme Director, but by the man who is directly responsible for our hiring and firing.

### In a Good Camp

As staff members, few of us go to Camp for financial gain. There must, therefore, be something else . . . and in a good Camp there is. It starts with a good Director, and through him, a good staff. We gain experience, become more mature, receive recognition, share the pride in our mutual success, and above all, return to the city perhaps more aware of ourselves and the role we must play in today's society. Perhaps camping in the present day is considerably more comfortable than it was twenty or thirty years ago. Perhaps dehydrated tripping foods should be boycotted for undermining the development of sturdy character (personally, we never liked Mulligatawny stew anyway). Everything is relative . . . and as long as camping remains relatively primitive in comparison with life in the modern suburb, we think it has a great lesson to teach.

So fear not Camp Directors . . . we're not about to overthrow or abandon you, as long as you are determined *not* to write us off as a dead loss.

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# FILMS AT CAMP

by Mrs. W. Haynes

A supply of films for camp use is an invaluable asset. There will be days when the weather is not suitable for outdoor activities; days when the showing of films will provide the "pause that refreshes"; evenings when the campers and staff, tired from their day's activities welcome an opportunity to relax and view films of an interesting or educational nature. It is a consoling and happy feeling to know that you have films on hand to help fill in those periods when there is a lull to be offset—an "ace in the hole", so to speak. Our experience has been that occasionally the campers welcome a time when all that is required of them is to sit, observe, relax and absorb.

Usually we make plans early in the spring to fulfill our requirements, choosing suitable films from lists supplied by the sources listed below. We try to select films mostly on outdoor education, but above all, those which we feel would appeal to the boys in the age group of our camp. The choice is varied and it is merely a matter of choosing those films which you feel would have the greatest interest to your own particular campers.

Our plan is to make up a list according to the weeks in which we feel the films might be shown, set up a schedule and order the films to be delivered direct to camp in accordance with the dates shown on the schedule. When the films are delivered, you are then in a position to make use of them and not duplicate that specific year, as well as (through reference) not duplicating anything from former years, unless you found it particularly appealing to the campers. It is worth mentioning that the Bell Telephone Company, especially, has a large collection of films for viewing.

In some cases there is a nominal charge for the use of the films but in most cases the films are supplied free of charge on the understanding that when they are no longer needed, they will be returned *promptly* to the supplier, by prepaid mail.

We do not underestimate the value of films for camp and feel that is a very worthwhile effort to plan for and order them in plenty of time before the opening of camp so that they are on hand when the need arises.

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*page 84 please*

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# WHEN GUIDES GO CAMPING

by Marion Roseborough,  
Secretary of the  
Nova Scotia Camping Association



Camping to a Girl Guide is quite a different affair from the usual church or Y camps, or from family camping. In the first place, it is **PRIMITIVE** or **PIONEER** camping as far as possible opposed to holiday camping. The ability to live in health, safety and comfort demands a high standard of training and skill, both for the campers and the staff.

## The Main Difference

The other main difference is that the patrol system is used. Instead of the counsellor, each patrol of not more than eight girls has a leader elected from its own membership. We have a minimum of one adult to every eight guides, but they are distributed differently, to give the patrol leader as much opportunity to lead as possible, although with supervision and help as needed.

The camps may be held in any suitable place, and ideally consist of not more than 36 girls (preferably less), aged 10-14, with their own Guiders, or adult leaders. Together they plan the camp, and if it is only to be for a weekend, it is quite likely that several

of the older, experienced girls will take over the planning — make out menus, buy the groceries, figure out the cost per person, make out time tables, arrange the tenting, and in fact make the adults quite unnecessary (well, practically, anyway). The patrol leaders, after consultation with their patrols, work with the Guiders (adults) to plan the overall programme and activities.

The camp programme may more or less look after itself — or at least seem to! Since all the work is done by the Guides themselves, the Wood and Water Patrol, the Sanitation Patrol, the Cooks, (all duties taken in turn) need some time to attend to these essential patrol duties. Tent inspection is **VERY** important — if they are badly pitched and not properly cared for, where do you go when it rains? If your bedroll on the ground gets wet, how do you get it dry?

This may sound pretty grim, but it leads to much fun and good fellowship, and with very little experience and good patrol leaders, it takes surprisingly little time. Then there are the usual camp activities — prayers, flag raising, swimming, hikes, cook-outs (as opposed to cooking on the usual out-door fire!) and wide games.

## The Programme

When it comes to what in another camp would be crafts or interest groups, the regular guide program can be used to the full. In the first place, it becomes obvious to all that the Guide who is best living up to her laws

*more page 85*

# Centenary Journey

## BRITISH COLUMBIA'S STORY

by *Faye Eccleston*

\* \* \* \* \*

Centenary Journey has many memories for the 230 participants who combined to cross the province of British Columbia.

### Early Planning

The 900-mile trek was planned as a continuous journey of 40 days, July 7th to August 15th. Continuity was maintained by the carrying from group to group, of a beaver pelt, trapped and donated by Rocky Mountain Boys' Camp. Each participating group inscribed on the pelt, names, dates and area covered — then transferred it to the next group.

Probably the most thrilling, was the 414-mile paddle of Camp Deka down the rugged Fraser River from its source in the Rockies, to the town of Quesnel. This stretch required superior skill, detailed preparation and expert leadership, but was carried out to the complete satisfaction of the eight campers and their two leaders.

The Quesnel Land Rangers showed great determination and the true pioneer spirit in setting off on foot, instead of the unique and leisurely planned ride in a covered wagon — (the horses were needed for unexpected haying!). Off they hiked in Centennial costume, up, down and over the 52-mile stretch of the old Fur Brigade Trail of the pioneers in the early gold rush and fur trading days.

Much credit must go to them and the other 10 groups which covered the long interior stretch, where the waterways are too treacherous for canoes, the temperatures too high for exertion,

and the mosquitoes too hungry for comfort. These campers used much imagination covering over 300 miles by foot, bicycle, haywagon and canoe. Only one 48-mile stretch across the Anderson and Seton Lakes was suitable for canoes, in the long route between Quesnel and the coast. It must have been a beautiful sight from the P.G.E. Railway high above, to view the nine canoes of the four Sea Ranger Crews paddling down those scenic lakes.

When the coast was reached, war canoes of the Y.W.C.A., Boys' Club and Y.M.C.A. campers, paddled down the popular Howe Sound camping area. Overnight stop-overs were made in organized camps, and good times were enjoyed despite the fire ban in force at the time.

Ideal conditions were enjoyed for the paddle across the wide Georgia Strait to Vancouver Island. Then, sheltered by the Gulf Islands, they had only the tides to battle, paddling south along the scenic east coast of Vancouver Island.

### Last Lap

After more hiking stretches, the last lap was done in an interesting manner, when 15 Victoria Y.M. - Y.W.C.A. campers jogged the 7½ miles, relay style, one-half mile each, (oh yes, carrying the beaver pelt). Here at Portage Inlet, at the foot of one of Henry Hunt's famous "Route of the Haida" totem poles, the canoeists took over, paddling down the scenic Gorge waterway into the Inner Harbour of Victoria, at the foot of the Parliament Buildings. Tourists, friends and representatives of six participating groups watched from the wall, thrilled at the sight of the five red canoes coming into view. Everyone cheered them along the last mile and into dock, where they presented the pelt to the B.C. Centennial Chairman, Mr. L. J. Wallace. From there it is being mounted in the Provincial Museum where the story of



B.C.'s section of Centenary Journey will interest many future visitors.

### And Afterwards

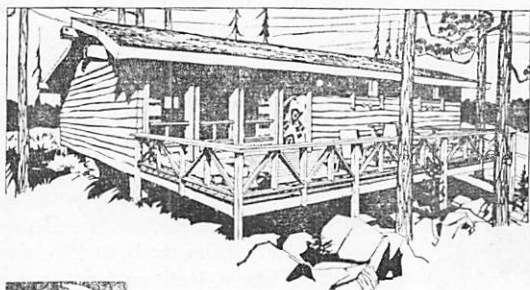
Each participating organization has forwarded reports of its section including log, history, map, coloured slides and black and white pictures. These are being sent to Toronto for a national Centenary Journey publication, and a cross-country colored slide collection which will be on loan to interested organizations.

The B.C. Government Travel Bureau has been attempting to gather information on canoe waters in this province for many years, without success. Before determining the route to follow, B.C. Centenary Journal Committee circulated canoe report forms, to be completed, to any known canoeist of B.C. waters. Much valuable information needed by the government was gathered in this way. This spring, in co-operation with the B.C. Camping

Association, and a special Centenary Journey Canoe reports committee, they intend to publish this information to distribute to the public.

On Saturday evening, October 14th, the B.C. Centennial Committee hosted a reception for all participants. Everyone enjoyed the stories and pictures of their experiences that each organization contributed to the evening. Congratulatory wires were read from Prime Minister Lester B. Pearson and Secretary of State Hon. Judy LaMarsh. Mr. John R. Latimer, our national chairman, outlined some highlights of the Journey in other provinces. Mrs. Marianne Linnell, a Director of the Canadian Centennial Commission, presented the certificates to the participants, and Mr. Bill Orr of the B.C. Centennial Committee received the beaver pelt. Refreshments were served at the close of the evening and participants exchanged experiences of the past summer.

—●



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## TELL US YOUR STORY

Perhaps last year's observance of Canada's hundredth birthday has made us all more history conscious, and C.C.A. is no exception. Undoubtedly the Provincial Camping Associations have here and there old records, minutes, pictures, press clippings which, if put together, would provide a fascinating picture of the development of camping in their province.

But if this kind of information is in many people's possession or possibly only in people's minds, the total history of camping in this country is very nebulous. Of course, some of you may already be doing something about this and, if so, "Canadian Camping" is eager to hear your story. To start us off we asked **Margaret Govan** of Camp Onawaw, a member of the Editorial Committee, to tell us what action is being taken by the Ontario Camping Association.

\* \* \* \*

There were so many requests for material for Theses, directed to individual camps in Ontario, that the Board, in self-defence, appointed an Archives Committee! Once the committee had met to consider their function, they realized that it was a far more important business than servicing students. It was soon discovered that materials and camp histories were already being consigned to garbage dumps! Here were archivist collections which would be of great interest to the Board itself, and to historians, sociologists, and educators in the future; and it was being lost. Also, some of the most precious materials were in the memories of camp directors. Something had to be done . . . immediately.



## Some Monies

The O.C.A. was fortunate in having some monies available for "special projects". They were also fortunate in having an individual member available who wanted something to do! The committee members were all amateurs so they widened their membership to include a trained archivist from one of the large department stores, whose assistance was invaluable.

Since individual camps are the camping movement, it was decided from the beginning, that their archives as well as those of the organization, must be included.

The archives of the organization were not difficult to obtain . . . except for the very earliest ones. But the archives of the camps were a different matter. The first step was: what was wanted? Everything, said an historian, whom the committee had coralled. Even account books! Why account books? They show where camp monies went; what was being bought; what was considered important. (If a camp did give up its account books, that camp could be protected by an arrangement that that particular package could not be used until the year 1990 or whatever date was stipulated.)

## And So To Work

Then the committee got to work. Advertising their needs was the first step; they produced a large spread to go to all camps. A permanent heading for the archives page in the O.C.A. news sheet was commissioned and chosen. Displays and announcements were made at open meetings, and conferences.

Now gifts are drifting in; not in as large amounts as the committee had hoped. But there are many, many promises which will be honoured when the donor has "time". It is a scarce

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commodity! In some cases if an organization has its own archives, it is being listed for information.

However, the committee proudly announces some very interesting and valuable accessions: a picture by Frank Brigden of the river running through Bolton (The Family Service Camp). A thesis on church camping. All the Camping magazines. A 1906 brochure. Some irreplaceable tapes of reminiscences. Photographs . . . (did they really wear those bathing suits?) etc. Everything has been card indexed and cross referenced.

A place where these archives can be kept and made of general use, has been offered. One of our new universities is ready to welcome them . . . and welcome is the right word.

So the committee is very happy. All they want is more work!

—•

## **Recreation Training In Ontario**

It is hard to believe, in this day of increased leisure, that professional training has been almost non-existent in Ontario! Not one degree program is offered at a university. Technician training was started by the Department of Education with a two-year diploma course in 1963. Three graduating classes from this course have produced less than one hundred program supervisors or facility managers.

This vacuum is about to be filled!

The University of Waterloo has announced a four-year undergraduate course in recreation under its co-operative scheme. This begins in September, 1968. The University of Ottawa

is also expected to announce an honours program to begin this fall. Brock University is studying the possibility of similar action for 1969.

To bridge the gap until these courses produce graduates, a one-year certificate program for university graduates (with any type of degree) will be offered in September at Conestoga College, Kitchener. This course in recreation administration is being co-sponsored by Community Programs of the Department of Education and will lead to an "A" certificate for those who enter the field of municipal recreation.

Several Colleges of Applied Arts and Technology have indicated a willingness to offer diploma programs, similar to that now given at Centennial College, Scarborough, in co-operation with Community Programs. At least five or six of these Colleges will likely be asked

*more page 87*

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## ***Make Your Swimming Area Safe on an Out-Trip***

*We are indebted to both William C. Henderson (Regional Field Executive, Boy Scouts of Canada, Greater Toronto Region) and the Boy Scouts of America, for the use of these hints which will create an awareness of water-safety procedures away from the home camp site.*

---

You don't need to take much gear along on a hike to make a safe swimming area. Just pack a few simple items and pick up the rest at your campsite. Take along two pieces of  $\frac{1}{4}$ " rope 50 ft. long, a 200-ft. roll of binder twine, a 4" dia. rubber ball, a pocket knife, pencil, and a face mask. This is all you really need.

To set up a safe swimming area, first you explore the bottom for deep holes, rocks and stumps. Use a strong swimmer with a life-line tied around his shoulder, the other end held on shore. He enters the water feet first — no diving in unknown water — and he locates the area to be marked. Use the face mask to check for sharp sticks, cans, glass, etc.

Then use binder twine to mark off swimming areas. The first area should not be more than  $3\frac{1}{2}$  ft. deep and it should be used exclusively for non-swimmers and beginners. Mark the next section where the water is up to just over head depth for swimmers. Mark both areas with binder twine supported by floats made of pieces of dead wood cut with the hand axe. Large rocks tied with twine make good anchors at the outside corners where flag buoys may be placed. The size of the marked areas will depend on the number of boys and the availability of qualified lifeguards.

To make a flag buoy, tie two cross sticks together with a third piece of wood sticking straight up and down through the middle. Put a flag on top (neckerchief or rag) and tie a rock on the bottom for an anchor. You now have a flag buoy — not fancy but workable.

Make a simple buddy board from native materials. Whittle some short pointed pegs, flat on one side, one for each person. Write the boys' name on pegs and have buddies stick them in the ground by buddy pairs at a marked place as they check in. Pull them out when the buddy pair checks out. Simple? Yes, but good.

Use a heavy line for lifeguards. Here is where you use the  $\frac{1}{4}$ " rope and 4" dia. sponge rubber ball. Thread the rope through the large rubber ball and tie a crown or figure of eight knot on the end of the rope to hold the ball. The ball acts as a floating weight when the line is thrown. The rope should be coiled neatly, ready for use beside the lifeguard.

Other equipment, such as a pier, boat, float or other improvements on this basic equipment, may be devised for a longer term camp. But here you have the essentials — marked areas, buddy check, and a heavy line ready to go. All the equipment you need can be included in the gear being back-packed on a troop hike where it is important to keep weight down and not be cluttered with fancy equipment. For longer camping trips or auto-type tours it is fine to develop a good troop swim kit with permanent re-usable features. A project of this kind is very practical for a troop that goes swimming often.

### **THE BOY SCOUT**

#### **DEFENCE PLAN:**

##### **1. Medical Check-up**

Physical handicaps cause many drowning accidents. Have a thorough physical examination before you start



swimming. Make certain you are physically fit.

## 2. Trained Supervisor

For safety's sake and to learn how to swim properly, be under the care of a trained waterman who holds an up-to-date lifesaving certificate from an established agency.

## 3. Safe Swimming Area

Check bottom of swimming area for deep holes, stumps, or rocks. Mark off area into two sections: Up to 3½ ft. deep for non-swimmers, and beginners, just over the heads of swimmers.

## 4. Lookout

Station a lookout on shore where he can watch all the swimmers. If a boat is available, have it manned by two older Scouts . . . one to row and one in stern with a pole. The lookout on shore to be equipped with a heaving line. A minimum of two lifeguards to be on duty with extra lifeguards on the basis of one per 20 swimmers.

## 5. Ability Groups

Test swimming ability of each boy. Then divide into two groups; non-swimmers and beginners (able to swim 50 ft); Swimmers (able to swim 100 yards—25 of them on back). Each group to stay in own area.

## 6. Buddy Plan

Pair off two boys of equal swimming ability, to keep within 10 ft. of each other at all times. When a "Buddy Signal" is given, buddies grasp each other by hand and hold arms up high, so lookout can quickly check all buddy teams. "Buddy Signal" to be given approx. every five minutes.

## 7. Good Discipline

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# GENEVA PARK CONFERENCE

## Outdoor Education

by Jack Passmore

*"Outdoor Education may be the beginning of the education of the new society which, if it is to exist and survive, will have to accept not only the laws of nature, but the laws of human nature."*<sup>1</sup>

One day early last summer, during the Canadian Symposium of Recreation in Montreal, a small group of Canadian Outdoor Education enthusiasts had lunch with Dr. Julian Smith. The Geneva Park Conference grew out of that luncheon discussion.

With the generous support and encouragement of Dean D. F. Dadson of the College of Education, University of Toronto, and the valuable advice of Mr. Norman Massey, Assistant Superintendent of Curriculum, Ontario Department of Education, the conference brought together approximately seventy-five delegates.

Invitations were extended to a limited number of men and women already committed or actively involved in some kind of an outdoor education programme. An attempt was made to include people concerned with nearly every aspect of the programme. In addition to covering all levels of formal education, representatives of voluntary and government agencies concerned with conservation, reforestation, wildlife, etc. were also included.

Dr. John Kirk, Director, New Jersey State School of Conservation was our keynote speaker. He gave a very eloquent and inspiring address that set the stage for the reports and discussions that followed.

In a recent letter Dr. Kirk wrote:

*"I only hope that this is the beginning of many more opportunities for Americans and Canadians to exchange ideas in this wonderful field we call outdoor education. I feel so strongly that from such an exchange of ideas, we all will gain a deeper understanding and a greater appreciation of the tremendous opportunity and rare privilege we have in working with children in the out-of-doors and assisting them to discover the truth and beauty of creation as it is so eloquently expressed in the woodlands and mountains of both our great countries."*

### During Recent Years

During recent years quite a number of educational authorities have taken a much more active interest in Outdoor Education. The excellent pioneer work of the Toronto Island School of Natural Science and the Albion Hills Conservation School has been invaluable.

<sup>1</sup> From "Outdoor Education — A Second Chance" by Dr. Mary Northway, Vol. 27, No. 1 (104 Bulletin, The Institute of Child Study, University of Toronto).



Many major problems have faced school boards interested in starting a new outdoor education programme. While recognizing that ideally every pupil should have at least a one-week experience at a residential school or camp, the problem of providing for all pupils made this plan very costly and impractical for the immediate future.

Even though strong encouragement has been offered by senior officials of the Ontario Department of Education, different opinions exist as to the role and responsibility of the school. A clear definition of Outdoor Education that would be widely accepted has also been lacking.

Everyone who came to the Geneva Park Conference had a distinct contribution to make. Recognizing that most delegates would arrive with a rather limited and personal view of outdoor

education, the programme committee decided on a conference format that appeared to work quite effectively.

- Pre-conference "working papers" were distributed.
- All delegates were actively involved in some part of the conference programme.
- A great many short verbal reports and visual presentations were made.
- There was ample opportunity for informal discussion.
- The recommendations of the Conference led to positive action being taken by a follow-up committee.

It would be fair to say that when the conference ended all delegates returned home with a much broader concept of outdoor education. There is little doubt that they also had a better understanding of the inter-disciplinary nature of

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the programme and the many opportunities that already exist even if we have to start "where we are".

### Delegates' Contribution

While space will not permit a full report, the contribution made by particular delegates will be of interest:

— Prof. Lorne Brown, keynote speaker at last year's conference of the Canadian Camping Association, dealt with the great need for further training at a university level.

*"Every School of Physical Education should have an Outdoor Education project. Here all students could receive some exposure and orientation to the skills involved in living comfortably in the natural setting. Here they would learn to live and be skilled in such things as campcraft, woodlore, conservation,*

*cooking, fire-lighting, axemanship, canoeing, riding, hiking, survival, to name a few."*

— Mr. Richard Passmore, of the Canadian Wildlife Association, emphasized that many of society's current problems are essentially ecological problems and that "The one common denominator is an unharmonious relationship between man and his environment."

— Miss Audrey Wilson, a grade 2 teacher, came to the conference accompanied by a pet saw-whet owl that her class had adopted. She demonstrated how very small children could be provided with an exciting outdoor education experience closely related to their regular classroom programme. She also told how her class became involved in a Monarch butterfly research project conducted by Scarborough College.

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— The Atikokan Outward Bound movement was described by Professor W. S. Peruniak:

*"The primary aim of Outward Bound is to strengthen individual character and capacity for service by providing youth from varying backgrounds to meet searching and natural challenges together and when alone."*

*"Moral and intellectual integrity cannot be learned from textbooks or contrived in the laboratory."*

*"Every individual should be given an adventure early in life, so that he can discover himself in the round."*

— Mr. W. J. Babcock, who has had a long interest in camping and outdoor education, reported on his very successful high school programme.

"As a teacher I found the most exciting experience interdisciplinary in

nature — an archaeological "dig". (At the Indian Village, Cahiague, near Orillia, believed to be the site where Champlain wintered in the year 1615).

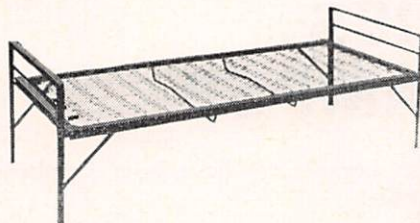
### Through the Years

"Through the years it has been my privilege to travel by canoe through many of the magnificent lakes and rivers in Ontario. In the early days we always took a great deal of pride in paddling as far as we could each day.

"We passed through many sparkling trout streams without wetting a line — rarely paused long enough to take a picture of the beautiful scenery — and took a very casual interest in the wild-life of the area, the unusual rock formations, or the early history of the land.

"Our principal goal was to try to complete the trip faster than other groups that had travelled the same

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route. While there were strenuous physical demands made on our bodies, like the title of Dr. Hilda Neatby's controversial book, there was 'so little for the mind'.

"Several summers ago, I took another kind of canoe trip through that wonderful Quetico country. It was a memorable experience largely because of the keen interest of my youthful travelling companion in the geology, history and wildlife of the area. Getting where we were going (and we did push hard at times) was completely secondary to our understanding and appreciation of our changing environment."

### An Important Conclusion

One of the most important conclusions reached by many people attending the Geneva Park Conference is that Outdoor Education does not belong to any particular subject area in general education or to any one government department or voluntary organization. As Dr. Northway has written, it may well be the beginning of the education of a new society that must be prepared to accept both the laws of nature and the laws of human nature.

May I express the strong conviction that the great challenge that lies ahead in the Outdoor Education field is how

to establish an effective working relationship between all the individuals and groups concerned.

The camping movement has a great deal to contribute to any development that takes place; and camping has much to gain from good school programmes of outdoor education. Tripping — whether on foot, horseback or canoe — could be a much more challenging and rewarding experience if some of the ideas expressed at the conference served as guiding principles.

The time may have arrived when we need to organize some kind of Outdoor Education council on a provincial and national level.

*Members of the Ontario Camping Association interested in receiving a complete report on the Geneva Park Conference should write to:*

*Professor J. H. Passmore,  
The College of Education,  
University of Toronto,  
371 Bloor Street West,  
Toronto 5, Ontario.*



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from page 70

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## YOUR LIBRARY SHELF

*Margaret Govan*

**SCOUTWAYS TO GOD**, by Theodore J. Kleinhans. Price \$1.65. G. R. Welch Co. Ltd., 222 Evans Ave., Toronto 18, Ont

This little book has some excellent ideas for morning watch. It is distinctly old fashioned in its line of approach.

Naturally (and unfortunately for Canadians) many of the illustrations are based on American heroes. At times the author seems to mix them with the saints!

The book is useful, but I would have to be very selective in using it.

**OCEAN TO OCEAN**, by George M. Grant. Price not fixed. Publisher, M. G. Hurtig, 10411 Jasper Ave., Edmonton, Alta.

I was given from "Ocean to Ocean" for Christmas and read it with delight. It is based on the diary of an exploratory trip across Canada. Sandford Fleming went to look for a route for the C.P.R. and the author went as secretary of the party, because he was so interested in confederation. The book was originally published in the 1870's and has been republished last year.

It contains a day by day description of the trip from the end of steel at Collingwood, Ontario, to Vancouver Island. Unfortunately, he comments that the journey from Halifax to Lake Huron is so well known that it can be



skipped. He also includes comments on the land and its possible colonization, on government and justice, the scenery, and the Indian Problem. His prophecies re British Columbia are very wide of the mark.

Any director or staff member who is interested in tripping, would relish this book. Certain parts could be read or told at campfires. The Lake of the Woods area was crossed in canoes, the prairies on horseback with covered wagons, the Rockies with pack ponies. Campers would be appalled at the food, the weather conditions, the ice cold dips in the morning, but they would enjoy hearing about it.

So borrow it from the public library, or buy it for the camp library; you won't be sorry although there are 400 pages . . . no, 396!

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*from page 71*

is the nicest person to be in a tent with — always doing her share cheerfully. Then there are stalking and tracking practice and games, nature activities and crafts of all kinds, making necessary gadgets for camp comfort, fire lighting, out-door cooking experiments, exploring, mapping, building shelters, star gazing, learning to handle a knife or axe, perhaps a talk from a forester, and so on.

This still leaves time to plan campfires, compose dramatic skits, do a little noisy informal folk-dancing, clown around, giggle, look at the sky, and loaf — before the highlight of the day — campfire.

Last year 1,200 Nova Scotia Girl Guides spent anywhere from two days to two weeks enjoying this type of camping, and (we hope) developing a new enjoyment of the outdoors and a new sense of responsibility.

Brownies, aged 7-10, camp only indoors in their own Pack Holiday of not

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more than 18 girls, with their own adult leaders, for not more than a week. They have a few simple duties, perhaps peeling vegetables, setting tables, or sweeping their bedrooms. They are divided into groups of six for their duties and games, and join in the planning. Their activity includes swimming, nature, crafts, and many games and activities to stretch their imaginations — just an extension of their year-round programme with the fun and experience of living away from mother.

Rangers, aged 14-18 are encouraged to do trip camping—canoe trips, back packing, and other advanced forms of camping. They often want to go to a Guide Camp as junior leaders, where they are a wonderful inspiration and help to the younger girls. Many are chosen each year for inter-provincial, national, and international camps.

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from page 76

to organize courses, all to begin in September, 1968.

One of the areas of specialization in these diploma courses will be outdoor recreation.

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Should you be interested in more information about any aspect of this professional training, contact Lloyd Minshall, Community Programs, Ontario Department of Education, 559 Jarvis Street, Toronto 5.

## Camp Menu

### POCKET STEW

(for a group of 8 boys)

*Supplies and Ingredients Required:*  
2 lbs. hamburg meat, 8 large potatoes, 8 large carrots, 3-4 large onions, ¼-lb. butter, 10-ft. tinfoil, salt and pepper.

(for EACH boy)

¼-lb. meat, 1 large potato, 1 large carrot, ½ large onion, butter, tinfoil (1 foot).

#### Instructions for Each Boy:

- Make 1 large meat patty (flat - ¼" thick, 4" x 3").
- Slice potatoes and carrots (slices should not be more than ¼" thick.
- Dice or chop onion — rub butter on part of tinfoil which will be in contact with food. (Can put extra butter in also).
- Place food in layers:
  1. Meat in very centre.
  2. Either potatoes or carrots on the outside.

NOTE: Shiny side of tinfoil should be inside.

- Entire stew, when folded, should be approx. 6" x 4" x 2½".

NOTE: Should be *no more* than two layers of tinfoil around stew, and *no less* . . . and open ends should be folded in to complete the seal. Also, *no holes* in tinfoil.

- Cook in coals — 10 minutes on each side.

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# NIGHT LIGHTS

Have you ever seen a ghostly "will-of-the-wisp" light about your cottage or camp at night, or a puzzling glow in the woods during the dark? According to J. Strickland of the Ontario Dept. of Lands and Forests these may be due to a fungus. The vegetative parts of a fungus—those parts that correspond to the roots and stem of higher plants—are usually a mass of tiny threads running through the body of the tree or whatever the fungus is growing on. These threads are called the mycelium. There is a fungus — called the shoestring fungus — which grows on decaying stumps and logs, and which has a rather large amount of phosphorus in its mycelium. Phosphorus is in the material once used to make watch and clock dials glow in the dark—named phosphorescence—and Mr. Strickland suggests that the reason for this woodland glow may be the mycelium of this fungus on a freshly broken, moist tree stump.

"Shoestring fungus produces a toadstool or fruiting body commonly known as the 'honey mushroom'," he explains. "The toadstool has a central stock three to ten inches long, honey yellow or brown in colour, with a broad cap, the upper surface of which also is honey yellow and dotted with brown scales.

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"The 'honey mushroom' usually is found in clusters on stumps, at the base of dead or dying trees, or on the ground, coming up from infected roots. The fungus actually is useful since it attacks and decays dead wood, returning valuable plant food to the soil."

The next time you see some glowing phantom even if it isn't Hallowe'en, remember that it could be only a fungus making its presence known!

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*The Young Naturalist*

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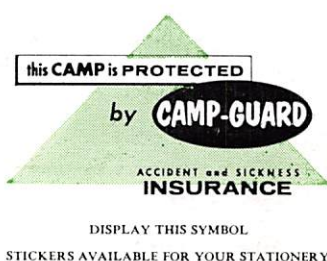


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